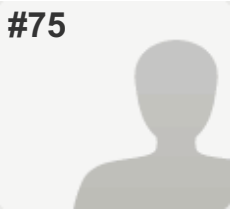**#75**

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Collector: Web Link 1 (Web Link)
Started: Tuesday, June 28, 2016 2:45:47 PM
Last Modified: Tuesday, June 28, 2016 6:11:18 PM
Time Spent: 03:25:30
IP Address: 205.221.242.253

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Q1: **Name of School District:**	Saydel Community Schools
Q2: **Name of Superintendent**	Douglas Wheeler
Q3: **Person Completing this Report**	Douglas Wheeler

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Q4: **1a. Local TLC Goal**

Recruitment: Evaluation data highlights areas of need; policies in place to identify effective candidates. Retention & dismissal: Evaluation data considered by supervisors in determining retention & dismissal decisions.

Q5: **1b. To what extent has this goal been met?**

| (no label) | Fully Met |

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Beginning with the 2015-2016 school year, the teacher evaluation process was updated to incorporate elements of the TAP rubric. All TAP rubric indicators were aligned to Iowa Standards. Teachers earning an average of < 2out of 5 on the rubric indicators for a given standard OR teachers not demonstrating ongoing proficiency in TAP indicators are placed on intensive assistance. Due to the clarity of language on the TAP rubric, four teachers were successful in the initial stages of assistance, one was unsuccessful, but received support through the clarity of the TAP rubric.

In addition, IPDP was replaced with the TAP Individual Growth Plan. The goal and the successful outcome of these measures is to utilize our teacher leadership framework to form a common language with evaluation and reduce system redundancy. In this system, principals are evaluators, while TLC & TAP funded Masters and Mentors are coaches only. All staff are observed/evaluated yearly 4 times by a Master Teacher, A Mentor Teacher and the Principal.

The SKR (Skills, Knowledge and Responsibilities) rating is an overall effectiveness rating that is calculated 95% from the four observations. on this rating anything over a 3 on the 5 point scale is proficient 80 out of 108 (74%) teachers at the conclusion of the 15-16 school year received a 3 or higher.

This year 8 Career, Master or Mentor teachers advanced within the district to other responsibilities, one became a building principal. This coming year, another Master teacher was promoted to Director of Curriculum.

Saydel attended four teacher career fairs in 15-16. At these career fairs, we provided information on TAP and hired two individuals. The interview process involves Master Mentor and Career Teachers as well as a teaching demonstration scored on the TAP rubric. This year, 13 teachers left the district for other positions, this is down from 20 last year and a five year average of 15. All positions are filled for the upcoming year.

Additionally, 12 career teachers work in a teacher leadership capacity providing support to their buildings in curriculum as Curriculum Development Facilitators.

A new process was developed to provide ongoing evaluation of all teacher leadership positions (Masters -7, Mentors - 14, Curriculum Development Facilitators - 12), all, but one mentor teacher was maintained using this system. This system provides for conversations based on criteria spelled out in Teacher Leadership Skills Framework (2009) - Center For Strengthening The Teaching Profession - www.cstp.org. conversations using this process occur three times per year, with a summative appraisal for retention as a teacher leader.

Q7: 2a. Local TLC Goal

Professional Development: Guided by ongoing analysis of evaluation data, same rubric used in evaluation, used in PD, Coaching, Induction and Mentoring.

Q8: 2b. To what extent has this goal been met?

(no label)   Fully Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

CODE is a system that tracks averages of the TAP indicators in real time as evaluations are entered by administrators, Master Teachers and Mentor Teachers. Across all three buildings this year and last, Assessment, Questioning, and Thinking & Problem-solving indicators received the lowest rankings of the TAP indicators as displayed in CODE. It is also notable, that these are not frequently refined during the TAP observation process. This analysis was conducted during Teacher Leadership Team (TLT) observations conducted by the NIET TAP Director, Executive Master Teacher, and the Superintendent two times per year formally and ongoing informal observations of both TLT and Cluster. Not only did this process result in proficient ratings for all three principals in facilitating TLTs, it allowed for a district-wide calibration of professional learning.

Based on this information, professional development was provided at the district level in thinking and problem solving, writing, and unpacking standards to identify skills, concepts and depth of knowledge. In addition to observations, walkthroughs were conducted by administrators and instructional rounds were conducted by administrators, Master Teachers, Mentor Teachers and Career teachers at each building three times in the 15-16 school year. Evidence from these rounds and walkthroughs indicated increased use of writing, higher order/deeper thinking questions, and increased overall student engagement.

TAP Clusters continued to meet weekly this year and were divided at the 5-12 level into Math and ELA-focussed clusters. These clusters allowed for more subject-alike engagement in strategies. K-12 cluster Strategies included explicit fluency and accuracy; explicit vocabulary strategies; for ELA-focussed; making inferences and supportive details from text. Strategies included math fact fluency; concrete, representational and abstract learning strategies for math and science; and deconstruction of problems for problem solving.

The mentoring and induction process in year one follows state mandates and in year two, there is a focus on a deep dive into the TAP rubric and connecting daily practices and mentoring to the common language of the TAP teacher leader system.

The District utilized an anonymous employee exit survey to identify impact of teacher leadership initiatives. The Results are as follows:

1) I feel the TAP Rubric helped me develop my skills as a teacher. - 12/13 agreed or strongly agreed
2) I feel Cluster helped me develop my skills as a teacher. - 9/13 agreed or strongly agreed
3) I feel the TAP observation process was consistent and fair. - 8/13 agreed or strongly agreed
4) I feel my participation in the TLC initiatives positively impacted my students - 9/13 agreed or strongly agreed, 1 had no opinion
5) I feel there are opportunities for me to become a teacher leader. - 7/13 agreed or strongly agreed, 3 people had no opinion

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Q10: 3a. Local TLC Goal

Career Advancement: Only those with consistently effective evaluation results may be given additional responsibilities. Performance-based compensation: Salary augmentation and variable performance compensation.

Q11: 3b. To what extent has this goal been met?

(no label)	Fully Met

Q12: **3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

All teachers are observed using the TAP rubric four times per year. In addition, teachers receive a value-added score for the students they directly teach and for the performance of the entire building. The performance pay is calculated as follows:

50% SKR (95% observation scores, 5% responsibilities survey)
30% Individual value-added
20% School-wide value added

Teachers with a three in the category are eligible for payout. Teachers with an average of less than 2.5 in all categories are eliminated from any payout. 101 / 102 teachers were eligible for payout this year as measured by the FY15 data.

Career teachers choosing to apply for teacher leadership positions must have above a 3, preferably above a 4 on the 5 point rubric to be considered for a teacher leadership position. This past year, the following teacher moves were made within the system:

Master Teacher to Executive Master Teacher - 1
Master Teacher to Principal - 1
Mentor Teacher to Master Teacher - 1
Career Teacher to Master Teacher - 1
Career Teacher to Mentor Teacher - 4

This demonstrates a strength in the system and opportunity for advancement to differing levels of career responsibilities through participation in teacher leadership systems in Saydel.

Q13: **4a. Local TLC Goal**

Evaluation: Measures educators' classroom practice and student growth

Q14: **4b. To what extent has this goal been met?**

(no label)   Mostly Met

Q15: **4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Iowa Assessment District-wide Growth starting the year prior to TAP implementation (FY 2013) to present (2016) tells the strongest story of teacher leadership impact:

Reading - 2013 61.6% proficient; 2016 62.27 proficient
FY16 seems to be an anomaly because FY14 showed 68% proficient and FY 15 was 71.36%. We have identified the grade levels and sub-groups impacting these performance data in FY16.

Math - 2013 60.80% proficient, 2016 70.53% proficient

FAST is used in grades K-4, all grades began the 15-16 year below the state average for performance on FAST, at the conclusion of the year, all grades were above the state average. All grades, but 1st grade exceeded the state average growth of 4%, with a building-wide average growth of 15% OR 11% higher than the average growth for the state. This data was heavily impacted by explicit fluency and accuracy work in Cluster.

In addition, MAP testing is used to for on-going formative data.

in grades 4-11, where MAP is utilized, from Fall to Spring all grade levels grew on the measurement of Reading and Math. 4 / 8 grades tested exceeded national averages in reading, while 1 / 8 exceeded national averages in math.

As a part of the TIF IV grant, we have the opportunity to participate in a performance-based compensation program. Part of this program involves a company (Education Analytics) examining our Iowa Assessment Scores with a value-added measure to arrive at an indication of how individual teachers impacted their students compared to how all other teachers in the state impacted their students. With this calculation, all three buildings received a 3 / 5 value added based on FY15 data, meaning they grew their students at least a year as calculated by the value-added data. This not only ensured payout for all buildings, but it also validated the impact of teacher action on student growth.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal	*Respondent skipped this question*
Q17: 5b. To what extent has this goal been met?	*Respondent skipped this question*
Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*
Q19: 6a. Local TLC Goal	*Respondent skipped this question*
Q20: 6b. To what extent has this goal been met?	*Respondent skipped this question*
Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	*Respondent skipped this question*

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

At this time we are not planning any adjustments to our system. However, in FY18 as we transition from grant funded to fully TLCS funded, we will have to modify the number of teacher observations based on staffing restrictions and eliminate performance-based compensation, but the system and language of TAP will remain unchanged as will the daily, weekly, and yearly practices. Implementation of teacher leadership exposed several system challenges in the areas of student services, curriculum, instruction and assessment. In tandem with implementing teacher leadership, we have worked to address these. Therefore, we work these changes through the TAP system to ensure fidelity of implementation.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

TAP/Teacher Leadership allowed our district to reflect on our practices and systems. Each year of implementation allows us to better understand and impact our students. The structure allowed for this important work to happen.

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of $33,500 for all full-time teachers.
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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.
,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.
,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.
,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.